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ABSTRACT

The Family Constellation Scale (FC Scale) is an instrument that assesses perceived birth order in families. It can be used in counseling to help initiate conversations about various traits and assumptions that tend to characterize first-born, middle-born children, youngest-born, and only children. It provides both counselors and clients insights about personality development that may be a factor of birth order. A brief description is provided of the kinds of characteristics associated with different birth positions. Other combinations and factors that may influence perceived birth order are described. The sex of the child, number of years between children, and family values and atmosphere can all have important influences on family constellation. From these traits, the 49 item FC Scale was developed. The manual presents the scale; describes the scoring instructions; establishes range of expected scores for the three subscales; and discusses typical variations and limitations of the scale. Appendix A is "Birth Order and Personality"; Appendix B is "Family Constellation"; Appendix C is "Characteristics of Family Constellation"; Appendix D is "First, Last, or Middle Child-Surprising Differences"; Appendix E is "Why No Two Children in a Family are Ever Alike"; and Appendix F is "Decision-Making Matrix." (Contains 23 references.) (Author/JDM)

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THE FAMILY CONSTELLATION SCALE

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The work of Dr. John B. Nield in assembling much of the information upon which this instrument is based is greatly acknowledged. The comments of Bill W. Hillman at the University of Arizona are also gratefully appreciated. Floy Pepper and Tom Edgar helped as well.

Dave Lemire

Ordering Information:

Additional copies of the manual for the Family Constellation scale, which include blank test forms, may be ordered from the address below for $20.00 each.

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A MANUAL FOR THE FAMILY CONSTELLATION SCALE

Introduction

The Family Constellation Scale (FC Scale) was developed as an instrument for assessing perceived birth order in ones family constellation. It is not a diagnostic tool as much as a stimulus around which individuals can discuss the various traits which tend to characterize first-born children, middle-born children and only or youngest-born children. It is important to keep in mind that any judgements we make about a person's family relationships are assumptions, and as such, tentative and probabilistic.

The individual items in the FC Scale are based upon the research of a number of people (as presented in Nield, 1976). A brief description of the kinds of characteristics associated with different birth positions will follow. In addition, a number of readings describing the concept of birth order can be found in the appendices.

The First-Born Child

Typical characteristics of a first-born child wold be that they tend to:

(1) be more articulate.
(2) identify with the values of the parents more than their siblings.
(3) think, feel and behave in more traditional or conservative ways than their brothers and sisters.
(4) experience pain as aversive – they are less likely to play high-risk sports such as football.
(5) be more susceptible to the influence of others and social or peer pressure.
(6) be more power-oriented (to be the "boss").
(7) have a higher perceived need for achievement and approval.
(8) not be as well liked as later-born children.
(9) act to protect others, perhaps out of the mistaken desire of keeping potential competition down.
(10) gravitate toward leadership positions and emphasize the importance of rules.
(11) experience a greater sense of responsibility.
(12) excel in academic areas.
(13) attend church.
(14) not be "delinquent"
(15) be more sensitive and serious (Nield, pp. 21-23).

The Middle Child

The second child has somewhat of an uncomfortable position in life and usually takes a steam-engine attitude, trying to catch up with the first-born child and tending to feel under constant pressure.

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The middle child:

(1) never has their parents' undivided attention.
(2) is always lead by a child who is more advanced.
(3) feels that the first child cannot be beaten which confirms the middle child's belief that they are treated unequally.
(4) often acts as though they were in a race – always striving to be "as good."
(5) will feel less certain about their abilities if the first child is successful.
(6) is usually the opposite of the first child – if the first child is "good," the second child will be "bad."
(7) feels "squeezed" when the third child is born (Dreikurs, Brunwald & Pepper, 1971).

The Youngest or Only Child

The youngest child tends to have a special place in the family constellation. This child may become the most successful because they feel so far behind or may feel discouraged because of the same situation.

The youngest child:
(1) is often like an only child.
(2) can usually get things done for them – decisions made and responsibility taken.
(3) is usually spoiled or pampered by the family.
(4) feels the smallest, weakest, and not taken seriously.
(5) may become the "boss" in the family by manipulating others with their dependence and feelings of inferiority.
(6) may attempt to excel their siblings or evade the direct struggle for superiority.
(7) may retain the baby role and thus keep others in their service.
(8) often allies with the first child as being different from the rest (Dreikurs, Grunwald & Pepper, 1971).

There are other combinations and factors which influence perceived birth order. Such things as the sex of the child, the number of years between children, and family values and atmosphere can have an important influence on the family constellation. The readings presented in the appendices and listed in the bibliography discuss some of these factors in greater depth.

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Range of Scores for First, Middle and Youngest-Only Children

The purpose of providing a range of scores for the FC Scale is to establish a frame of reference in terms of the way people score when they take the test. Mean scores for the three subscales are also provided.

First-Born	n=19	$\bar{x}$=73	88	69
			86	66
			84	65
			84	61
			77	61
			77	60
			74	
			74	
			73	
			72	
			71	
			70	
Middle-Born	n=15	$\bar{x}$=55	68	51
			63	46
			61	35
			59	
			58	
			58	
			56	
			56	
			55	
			54	
			54	
			53	
Youngest-Only	n=17	$\bar{x}$=48	77	37
			62	35
			61	33
			56	32
			50	
			49	
			48	
			48	
			47	
			43	
			42	
			41	

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THE FAMILY CONSTELLATION SCALE RESULTS

Group A: First Born Sample Mixed Gender (n=20, M=8, F=12)

FREQUENCIES

Statistics		FIRST	MIDDLE	Y-0
		VAR0001	VAR00002	VAR00003
N	Valid	20	20	20
	Missing	0	0	0
Mean		72.2500	51.3000	44.2000
Std. Error of Mean		1.8889	1.7231	2.3980
Median		73.5000	51.0000	45.0000
Mode		78.00	51.00	45.00[a]
Std. Deviation		8.4472	7.7058	10.7243
Variance		71.3553	59.3789	115.0105
Skewness		-.134	-.065	-.075
Std. Error of Skewness		.512	.512	.512
Kurtosis		-1.123	-.715	.427
Std. Error of Kurtosis		.992	.992	.992
Range		28.00	26.00	43.00
Maximum		86.00	63.00	66.00
Sum		1445.00	1026.00	884.00

a. Multiple modes exist. The smallest value is shown.

Group B: Youngest-Only Sample Mixed Gender (n=23, M=8, F=15)

FREQUENCIES

Statistics		FIRST	MIDDLE	Y-0
		VAR0001	VAR00002	VAR00003
N	Valid	23	23	23
	Missing	0	0	0
Mean		69.0000	58.0000	52.3043
Std. Error of Mean		1.2142	2.1569	1.7188
Median		68.0000	58.0000	52.0000
Mode		64.00[a]	54.00[a]	52.00
Std. Deviation		5.8232	10.6441	8.2431
Variance		33.9091	107.0000	67.9486
Skewness		-.045	-.171	-.614
Std. Error of Skewness		.481	.481	.481
Kurtosis		-.131	.344	-.075
Std. Error of Kurtosis		.935	.935	.935
Range		24.00	43.00	31.00
Minimum		57.00	33.00	32.00
Maximum		81.00	76.00	63.00
Sum		1587.00	1334.00	1203.00

a. Multiple modes exist. The smallest value is shown.

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Variances and Limitations

Some variation in scores is to be expected when using the FC Scale. The subscale with the least amount of difficulty in interpretation appears to be the First-Born Subscale. The user may also find that Youngest-Only children tend to score very much like First-Born children. In addition, some of the statements may be difficult for given individuals to respond to, such as children raised without other siblings in the family. Finally, the FC Scale was not designed to take into account the unique perceptual framework of twins, whether fraternal or identical.

To restate the major limitation of the scale, it is designed to assess probability, and as such is to be considered as a tentative statement of possibility or likelihood, not certainty. The scale was prepared to stimulate and encourage discussion, not to diagnose personalities or fix labels. The author suggests comparing results from the scale carefully with the personal perceptions of the individual test-taker and corroborating characteristics identified by the FC Scale with information from other tests and instruments, such as "The Client's Self-Concept Instrument," "The Social Interest Inventory," or "The Rationality Scale." Each of these instruments is available from the author.

Conclusion

In this manual for the FC Scale, many of the primary characteristics of first-born, middle-born, and youngest-only children were presented in a summary of the kinds of traits which tend to characterize the different birth positions in the family constellation. From these traits the forty-nine item FC Scale was developed. The manual presents the scale, describes scoring instructions, establishes a range of expected scores for the three subscales, and discusses typical variations and the limitations of the scale. In addition, a partial bibliography of readings in the area of family constellation or birth order are presented, as well as five articles in the appendices. The author welcomes, and will acknowledge in future editions of the manual, the use of the FC Scale in research that is reported to him.

A SUMMARY:

BIRTH ORDER AND PERSONALITY

Many parents would be surprised to learn that their children are different from one another more from competition than from heredity. If one child is good at academic achievement, it is not at all unusual for a younger child to not care at all about school work. When the oldest child achieves competence in a certain area, the second child will rarely attempt to rival the first child in this area unless s/he feels that the first child can be overtaken or bettered.

The Child's Position in the Family

A person might think that each child's position in the family would be different in each case; however, the position in the family constellation and its effect on child development has been greatly underestimated. Of course, things such as the gender of the child, the differences between spacing between children, and how the parents deal with different children is important. But birth position is crucial, too.

The Oldest Child

For the first part of the oldest child's life, the oldest is "only." During this time the oldest child gets all of the parent's child-directed attention. Then, upon the birth of another child, the first child gets "dethroned" or displaced. If several years have passed, this displacement can be a shocking experience. The older child must try new methods for regaining lost attention and, if negative ways are chosen, serious difficulty can develop. The oldest child also gets inexperienced parents. In general, new parents are more anxious, more overprotective, and more indulgent. The children that follow the oldest hardly have any fuss made over normal developmental milestones.

The Second Child

Opposite personalities often develop in first and second children. In most cases the second child sees the oldest child as a pacemaker and tries to catch and replace that child. Second children are much more flexible than first-born since parents don't make as many mistakes.

The Middle Child

A third child puts considerable pressure on the second child. Now, the middle child must compete not only with the oldest but also with a new baby. The middle child often finds him/herself between being capable and regressing. It is sometimes difficult for the second and middle children to find a true identity.

The Youngest Child

This child can never be displaced. In a large family the youngest child has a whole set of mamas and papas. Despite their chances of being spoiled, they seem to handle things better.

The Only Child

The only child has no one close to him/her. Because there is no capable child for the only child to model, that child must relate to the parents through his/her own resources. This situation can effect a triangle in the threesome.

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THE FAMILY CONSTELLATION SCALE

Blank Test Forms

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THE FAMILY CONSTELLATION SCALE

An Assessment of Psychological Birth Order

Based Upon the Individual Psychology of Alfred Adler

(1)_____	(18)_____	(35)_____
(2)_____	(19)_____	(36)_____
(3)_____	(20)_____	(37)_____
(4)_____	(21)_____	(38)_____
(5)_____	(22)_____	(39)_____
(6)_____	(23)_____	(40)_____
(7)_____	(24)_____	(41)_____
(8)_____	(25)_____	(42)_____
(9)_____	(26)_____	(43)_____
(10)_____	(27)_____	(44)_____
(11)_____	(28)_____	(45)_____
(12)_____	(29)_____	(46)_____
(13)_____	(28)_____	(47)_____
(14)_____	(28)_____	(48)_____
(15)_____	(28)_____	(49)_____
(16)_____	(28)_____	(50)_____
(17)_____	(34)_____	(51)_____
_____	_____	_____
Total	Total	Total

Name:_____

Gender_____Male_____Female

Age_____

LIST your siblings with number of years between children. List gender of each. Indicate where you are in the constellation:

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See the attached explanation for a description of the three basic birth order positions and other position characteristics within the family constellation.

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THE FAMILY CONSTELLATION SCALE

Directions: Please respond to the following statements in a way which shows the way you see yourself, rather than the way you think others ought to see you. You must make some choice. Circle the number which best reflects your opinion.

(1) I tend to be articulate.
Agree 6 5 4 3 2 1 Disagree

(2) I am usually more conservative than other people, in manner, dress or thinking.
Agree 6 5 4 3 2 1 Disagree

(3) I don't really like to play "high-risk" sports, such as football.
Agree 6 5 4 3 2 1 Disagree

(4) I have the tendency to be concerned about what other people think.
Agree 6 5 4 3 2 1 Disagree

(5) I enjoy being the "boss"; that is, being in charge of things.
Agree 6 5 4 3 2 1 Disagree

(6) Achievement is important to me.
Agree 6 5 4 3 2 1 Disagree

(7) I am usually successful at things I do.
Agree 6 5 4 3 2 1 Disagree

(8) As a rule, I tend to have a few close friends rather than many superficial friends.
Agree 6 5 4 3 2 1 Disagree

(9) In the past, I have acted to protect people I care about.
Agree 6 5 4 3 2 1 Disagree

(10) I usually hold leadership positions in groups to which I belong.
Agree 6 5 4 3 2 1 Disagree

(11) I tend to do well in school or academic situations.
Agree 6 5 4 3 2 1 Disagree

(12) I usually approach life seriously rather than casually.
Agree 6 5 4 3 2 1 Disagree

(13) I think it is important for just laws and rules to be respected and obeyed.
Agree 6 5 4 3 2 1 Disagree

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(14) As a rule, more was expected of me than my siblings.
Agree 6 5 4 3 2 1 Disagree

(15) I was given more responsibility as a young person than my brothers or sisters.
Agree 6 5 4 3 2 1 Disagree

(16) I believe that my parents trusted me more than my siblings.
Agree 6 5 4 3 2 1 Disagree

(17) As a child or young person, I tended to end up in charge of things a lot.
Agree 6 5 4 3 2 1 Disagree

(18) I tend to be relaxed in new situations.
Agree 6 5 4 3 2 1 Disagree

(19) I am usually quite gregarious in social situations.
Agree 6 5 4 3 2 1 Disagree

(20) I enjoy being in the company of other people a great deal.
Agree 6 5 4 3 2 1 Disagree

(21) My relationships with others are usually warm and fulfilling.
Agree 6 5 4 3 2 1 Disagree

(22) I see myself as being quite successful socially.
Agree 6 5 4 3 2 1 Disagree

(23) I tend to be more flexible in my thinking than other people.
Agree 6 5 4 3 2 1 Disagree

(24) I tend to dislike the idea of laws and strict leadership.
Agree 6 5 4 3 2 1 Disagree

(25) I never felt that I had my parents' undivided attention.
Agree 6 5 4 3 2 1 Disagree

(26) My brothers and/or sisters were usually more advanced than I was.
Agree 6 5 4 3 2 1 Disagree

(27) In my family, some members were really not equally loved by the parents.
Agree 6 5 4 3 2 1 Disagree

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(28) Other people have described me using some of the following words: discontented, hyperactive, or trying hard to catch up.
Agree 6 5 4 3 2 1 Disagree

(29) I see myself as being the opposite of my older siblings in some ways.
Agree 6 5 4 3 2 1 Disagree

(30) I remember feeling squeezed or pressured by other siblings in my family.
Agree 6 5 4 3 2 1 Disagree

(31) I would have liked it more if my parents had paid me more attention.
Agree 6 5 4 3 2 1 Disagree

(32) As a child, my parents paid more attention to my brothers/sisters than to me.
Agree 6 5 4 3 2 1 Disagree

(33) As a young person, I felt that my parents preferred by brothers/sisters to me.
Agree 6 5 4 3 2 1 Disagree

(34) When I was young, my siblings were usually given more attention than me.
Agree 6 5 4 3 2 1 Disagree

(35) I usually enjoy having other people do things for me.
Agree 6 5 4 3 2 1 Disagree

(36) I have wished to overtake and surpass others in some activity.
Agree 6 5 4 3 2 1 Disagree

(37) Sometimes I have felt like I could never be "good enough."
Agree 6 5 4 3 2 1 Disagree

(38) Other people tend to see me as cute and charming.
Agree 6 5 4 3 2 1 Disagree

(39) In the past I have won special attention by being witty or clever.
Agree 6 5 4 3 2 1 Disagree

(40) Other people have described me as pampered, spoiled or highly self-centered.
Agree 6 5 4 3 2 1 Disagree

(41) When I was little I didn't like others being bigger and more able than I was.
Agree 6 5 4 3 2 1 Disagree

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(42) I like to get others to do things for me.
Agree 6 5 4 3 2 1 Disagree

(43) As a young person, I was not given as much responsibility as my older siblings.
Agree 6 5 4 3 2 1 Disagree

(44) I have tried to develop skills that will gain the approval of others.
Agree 6 5 4 3 2 1 Disagree

(45) One of the things I disliked most when I was little was not being taken seriously by the rest of my family.

(46) I tend to see myself as special or different from other people.
Agree 6 5 4 3 2 1 Disagree

(47) In competitive situations, I more easily get my way by being indirect.
Agree 6 5 4 3 2 1 Disagree

(48) When small, I was often "disciplined" by my older brothers or sisters.
Agree 6 5 4 3 2 1 Disagree

(49) As a child, I was often ill or sick more than my siblings.
Agree 6 5 4 3 2 1 Disagree

(50) As a young person, I spent more time in hospitals or being nursed than other members of my family.
Agree 6 5 4 3 2 1 Disagree

(51) I really need a lot of social attention.
Agree 6 5 4 3 2 1 Disagree

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THE FAMILY CONSTELLATION SCALE

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Scoring Instructions

To obtain scores for the FC Scale do the following:

FB First, add the numbers circled for items 1 through 17 and list the total: _____

M Second, add the numbers circled for items 18 through 34 and list the total:_____

YO Third, add the numbers circled for items 35 through 51 and list the total: ____

Interpretation

If your FB score is the largest of the three totals, you are probably, but not necessarily, a first-born child.

If your M score is the largest of the three totals, you are probably, but not necessarily, a middle child.

If your YO score is the largest of the three totals, you are probably, but not necessarily a youngest or only child.

First-born children are the easiest to identify. Youngest-onlys are next easiest. The main difference between these two positions is that the youngest-only is socially gregarious. Otherwise, youngest-onlys score more like a first-born than a first-born. The youngest-onlys may try to overtake the valued position of the eldest child by being more like a first-born than the first-born. The middle child, on the other hand, is squeezed between two children who are more capable than the middle child. As a result, the middle child takes whatever position characteristics are left over. So if the first child is achieving and the youngest-only is cute and charming, the middle child will have to find a place within that psychological context.

Remember that this instrument is designed to identify psychological birth order, not necessarily actual birth order.

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APPENDIX A
BIRTH ORDER AND PERSONALITY

Many parents would be surprised to learn that their children are different from one another more from competition than from heredity. If one child is good at academic achievement, it is not at all unusually for a younger child to not care at all about school work. When the oldest child achieves competence in a certain area, the second child will rarely attempt to rival the first in this area unless the child feels that it can overtake the first or become better.

The Child's Position in the Family

A person might think that each child's position in the family would be different in each case; however, the position in a family constellation and its effect on child development has been greatly underestimated. Of course, things such as the sex of the child, the differences in spacing between children, how the parents deal with different children is important. But position is crucial too.

The Oldest Child

For the first part of the child's life, the oldest is the "only." This child gets all of the parent's child-directed attention. Then the child is displaced or "dethroned." If several years have passed, this can be a shocking experience. The child must try new methods for regaining the lost attention and if negative ways are chosen, a serious difficulty can develop. The oldest child also gets inexperienced parents. In general, new parents are more anxious, more overprotective and more indulgent. Following children hardly have any fuss made over the normal developmental milestones.

The Second Child

Opposite personalities often develop in first and second children. In most cases the second child sees the oldest child as a pacemaker and tries to catch and replace him. Second children are much more flexible than the first-born since parents don't make as many mistakes.

The Middle Child

A third child puts considerable pressure on the second. Now this child must compete with the oldest, but also with the new baby. This child often finds itself between being capable or regressing. It is sometimes difficult for the second and middle child to find a true identity.

The Youngest Child

This child is never displaced. In a large family the youngest child has a whole set of mammas and papas. Despite their chances of being more spoiled, they seem to handle it better.

The Only Child

Only children have no one close to them. Because there is no capable one for this child to model, s/he must relate to parents through their own resources. This can effect a triangle in the threesome.

APPENDIX B

THE FAMILY CONSTELLATION

The term family constellation is used to describe the dynamic relationship between siblings in a family and other members of the family group. Within the family, children often measure their status and adequacy by comparing themselves with their siblings. Children who are next to each other in ordinal position are often observed to be opposites even if their personality traits do not follow Adler's birth order description. It is important to understand that it is not the child's birth order per se which influences their personality development, but rather the way they interpret their position. A person's perception of their family constellation position provides a clue to understanding their opinion of themselves and others and their techniques for finding security – in short their 'Style in Life'.

No two children born into the same family grow up in the same situation. The family environment that surrounds each individual child is altered. The environment of the children within the same family may be different for several reasons: with the birth of each child the situation changes, parents age and gain in experience. Moves, death, divorce, illness, any older person living in the home, favoritism of parents toward a child – all alter the family environment.

A space of several years between the birth of children may have the effect of creating two families. An only boy among girls or any only girl among boys will alter the usual pattern. In general, the sex distribution of a given family could alter the way in which the family constellation affects sibling characteristics. For example, both the first born and second born child may have traits like the oldest children if each one has status as first of his/her sex. In large families differences between siblings may be less definite.

If one sibling is viewed by another as an obstacle to achieving status, the relationship between the two children may become competitive. If two unthreatened siblings cooperate in order that both children may have status, an alliance may develop. Competition has a significant impact on each child and leads to the development of opposite character traits. The sibling with whom a child is competing has the greatest influence on the development of his/her life style. Competition is greatest between the first and second born children. According to the theory, the reason is that the first child is the only sibling to be "dethroned" as an only child. The same sibling competition that stimulates differences between adjacent siblings will promote similarities among alternate siblings.

Birth Order

The first child has a threatened position in life as he/she has been an only child for a period of time. If he/she feels "dethroned" with the birth of the second child, the first child may strive to keep or regain parental attention by positive deeds. If this fails, he/she often switches to the useless side and uses negative methods. This child has to be first – in the sense of holding superiority of the next children. Sometimes he/she strives to protect and help others in the struggle to keep the upper hand. He/she could develop a competent behavior pattern or become extremely discouraged.

The second child usually sees the oldest child as a pacemaker and tries to catch up. He/she often acts as if they are in a race and can become hyperactive. If the first child is successful, the second is more likely to feel uncertain of his/her self and their abilities. In many cases their personality will be the opposite of the first child.

The middle child becomes "squeezed" when the third child is born. He/she must compete with the oldest and also with the new baby. He/she may be unable to find a place in the group and become extremely discouraged.

The youngest child may play one of two roles. They may be the spoiled, pampered "boss" of the family or they may compensate for their weakness by outdoing all of the others. In retaining the baby role, they may place others in their service. If he/she does not attempt to excel the siblings, they will evade the direct struggle for superiority. The youngest child often aligns themselves with the oldest.

The only child has no one close. Because there is no capable one for them to model, they must relate to more proficient adults. They may try to develop skills that will gain approved in the adult world or they may solicit their sympathy by being helpless. He/she is usually interested only in themselves. The only child is usually not taught to gain things by his/her own effort; merely to want something is to have it.

APPENDIX C

THE CHARACTERISTICS OF THE FAMILY CONSTELLATION

Floy Pepper, Portland, Oregon

In this study we shall be concerned with the child's experiences in the family. Opportunities and barriers, challenges and expectations, ambitions and frustrations are strongly influenced by his/her position in the birth order of the family. An insight into these dynamic forces can aid the parents or adults in taking a more effective course of action.

Of greatest concern in this relationship is the impact of the family upon the personality of the child. These experiences in the family are the most important determinants for the child's frame of reference for perceiving, interpreting, and evaluation of his/her world outside the family. The knowledge, habits, and skills which are acquired in the home largely determine his/her capacity for dealing with outside situations.

A basic assumption is made that personality and character traits are expressions of movement within the family group. This is in contrast to other assumptions that attribute the main development to heredity, psycho-sexual development, general individual development principles, or strictly environmental stimulations. The concept of the family constellation as a dynamic explanation, sees the development no so much the result of factors which converge on the child, but that of his/her own interpretation and related interaction. The child influences the group and other members of the family as much as he/she is influenced by them, and in many cases, even more so. The child's own concepts force them to treat him/her the way the child expects to be treated. Each child in his/her early relationships to other members of the family establishes his/her own approaches towards a feeling of security – a feeling of belonging – that the difficulties of life will be overcome and the he/she will emerge safely and victoriously. Dreikurs states that "he trains those qualities by which he hopes to achieve significance or even a degree of power and superiority in the family constellation."

Human beings react differently to the same situation. No two children born into the same family grow up in the same situation. The family environment that surrounds each individual child is altered. The environments of the children within the same family may be different for several reasons.

1. With the birth of each child, the situation changes.
2. Parents are older and more experienced.
3. Parents may be more prosperous and own home.
4. Parents may have moved to another neighborhood.
5. Possibility of step-parent – due to divorce or death.

Other possibilities or factors which may affect the child's place within the family group are: a sickly or crippled child, a child born just before or after the death of another, an only boy among all girls, an only girl among all boys, some obvious physical characteristic, an older person living in the home, or the favoritism of parents toward a child. Adler states that

"the dangers of favoritism can hardly be too dramatically put. Almost every discouragement in childhood springs from the feeling that someone else is preferred. Where boys are preferred to girls, inferiority feelings amongst girls are inevitable. Children are very sensitive and even a good child can take an entirely wrong direction in life through the suspicion that others are preferred."

Adler taught that in the life-pattern of every child there is the imprint of his/her position in the family with its definite characteristics. He pointed out that it is just upon this one fact – the child's place in the family constellation – that much of his/her future attitude towards life depends.

THE ONLY CHILD

The only child has a decidedly difficult start in life as he/she spends his/her entire childhood among persons who are more proficient. They may try to develop skills and areas that will gain approval of the adult world or they may solicit their sympathy by being shy, timid, or helpless.

1. Is an only child for a period of time and has therefore been the center of interest.

2. Has to be first – in the sense of gaining and holding superiority over the next children.

3. Becomes a "de-throned" child with the birth of the second child. (Sometimes feels unloved and neglected. This child usually strives to keep or to regain the mother's attention by positive deeds; when this fails, they quite often switch to the useless side and may become obnoxious. If the mother fights back, the child may become a problem child.)

4. Could develop a good, competent behavior pattern or become extremely discouraged.

5. Sometimes strives to protect and help others in his/her struggle to keep the upper hand.

6. Sometimes strives to protect and help others in their struggle to keep the upper hand.

7. If the first child is a boy followed by a sister – within a short time:

    a. Personal conflict may become a pattern of sexual discord.
    b. Girls develop faster than boys during one to seventeen and press closely on the heels of the first child.
    c. The boy usually tries to assert himself because of social preference for boys and may take advantage of his masculine role.
    d. The girl may develop a feeling of inferiority and pushes on.

THE SECOND CHILD

The second child has somewhat of an uncomfortable position in life and usually takes a steam-engine attitude, trying to catch up with the child in front and feels as though he/she is under constant pressure.

1. Never has his/her parents undivided attention.
2. Always has in front of him/her another child who is more advanced.
3. Feels that the first child cannot be beaten which disputes his/her claim of equality.
4. Often acts as though he/she were in a race. Hyperactive and pushy.
5. If the first child is successful, the second is more likely to feel uncertain of self and his/her abilities.
6. Usually is the opposite of the first child. (If the first child is dependable and "good" – the second may become undependable and "bad".)
7. Becomes a "squeezed" child whenever a third child is born.

THE YOUNGEST CHILD

The youngest child has quite a peculiar place in the family constellation and may become a "speeder" because he/she is outdistanced and may become the most successful; or they may become discouraged and have inferior feelings.

1. Is often like any only child.
2. Usually has things done for him/her – decisions made, and responsibility taken.
3. Usually is spoiled by the family.
4. Finds himself/herself in an embarrassing position – is usually the smallest, the weakest, and above all, not taken seriously.
5. May become the "boss" in the family.
6. Either attempts to excel their siblings or evades the direct struggle for superiority.
7. May retain the baby role and place others in their service.

8. Often allies with the first child as being different from the rest.

THE MIDDLE CHILD OF THREE

The middle child of three has an uncertain place in the family group and may feel neglected. He/she discovers that they don't have the privileges of the youngest nor the rights of an older child.

1. May feel unloved and abused.
2. Becomes a "squeezed child" when ever a third child is born.
3. May hold the conviction that people are unfair to him/her.
4. May be unable to find their place in the group.
5. May become extremely discouraged and more prone to become a "problem child.

MIDDLE CHILDREN – LARGE FAMILY

Children who come in the middle of a family usually develop a more stable character, and the conflict between the children tends to be less fierce. In other words, the larger the family, usually the less conflict and strife among the children.

GENERALIZATIONS

Every brother and sister has some pleasant feelings and some unpleasant feelings about each other. They are likely to have pleasant relations when they satisfy one another's needs. Since each child feels differently toward each brother and sister, the relationship of any two of them is very special.[16] "As each member strives for his own place within the group, the competing opponents watch each other carefully to see the ways and means by which the opponent succeeds or fails. Where one succeeds, the other gives up; where one shows weakness or deficiencies, the other steps in. In this way competition between two members of the family is always expressed through differences in character, temperament, interests, and abilities. Conversely, the similarity of characteristics always indicates alliances. Sometimes, the two strongest competitors show no sign of open rivalry, but rather present a close-knit pair; nevertheless, their competitive striving is expressed in personality differences. One may be the leader, the active and powerful protector, while the other may lean and get support by weakness and frailty. There are cases where strong competition did not prevent a mutual agreement, but rather permitted each to feel secure in their personal method of compensatory striving.

If there is quite a number of years between the birth of children, each child will have some of the characteristics of an only child. Perhaps there will ne two families – one set of

children, then space of years, then another set. Whatever combination may first exist, with the space of years the situation changes and shifts, but basically the above characteristics remain the same.

The development of an only girl among boys or of an only boy among girls presents a ticklish problem. Both usually tend to go to extremes – either in a feminine direction or masculine role. In most cases, both would be somewhat isolated and have mixed feelings and emotions. Whichever role seems to be the most advantageous will be the one adopted.

APPENDIX D

FIRST, LAST, OR MIDDLE CHILD – THE SURPRISING DIFFERENCES

Floy C. Pepper

As a last-born child, I have been intrigued – and perhaps a bit miffed – by the seeming preeminence of first-born offspring in our world. Also, having a special concern with the role that status plays in our lives, I am interested in how birth order influences the way we are treated.

In recent years hundreds of behavioral specialists have pondered, probed and measured people for evidences of the possible impact of being the oldest, middle, last – or only – child. I have examined about 60 of these studies, and made a modest sampling myself. No exact conclusion can be drawn about any particular child, and on certain points the investigators disagree among themselves. Still, some startling differences emerge when sizable groups of people are compared on the basis of birth order.

Take the matter of achievement. A variety of studies have searched for any link between birth order and fame or genius. Behavioral scientist Stanley Schachter of Columbia University sums them up by saying that first-borns predominate "with astonishing consistency." They are over-represented in Who's Who. The five U.S. Presidents at or near the top in virtually every ranking – George Washington, Abraham Lincoln, Thomas Jefferson, Woodrow Wilson, and Franklin D. Roosevelt – all were first-borns. Of the first 23 astronauts to go on U.S. space missions, 21 were either eldest or only children (remarkable, when you consider that later-borns outnumber first-borns by approximately two to one in the general U.S. population). And a recent analysis of 1618 finalists for National Merit Scholarships showed that nearly 60 percent of them were first born.

I know of no reliable evidence that first-borns have more brainpower. Rather, the way they are raised makes them more bookish and more achievement-oriented. Also – for economic reasons – more of them manage to go to college.

One of the more impressive analyses was made as a part of the Study of Adult Development at Harvard University. Over more than a decade, psychologist Charles McArthur and social anthropologist Margaret Lantis studied some 200 Harvard graduates as they started their families. These young parents reported on themselves as well as their children. Analyzing these accounts, and systematically observing the children, the researchers found that the first-borns did have different personality patterns from later-borns – and there was clear-cut agreement on what those differences were. "The family constellation," McArthur concluded, "is an important determinant of personality."

Here are my impressions of why – and how – we tend to raise our children differently according to their birth order.

The first-born child, at time of birth, is likely to be a couple's most wanted child – they

are proving their capacity to have progeny; and in a way assuring their own immortality. They commonly expect more of this first child than of later children. They are likely to snap his/her photograph more often, talk and romp with the child more, but also to worry and fret more over him/her. Novices in the art of parenthood, they tend to be tense.

A calmer environment usually prevails when the second child arrives, if there has been an interval of two years or more. Two-thirds of the young Harvard-study parents said that with the second-born they were more relaxed, less strict, and administered spankings only half as often. As later children come along, parents tend not only to diffuse their attention over them all, but also become less preoccupied with the child-rearing role. Later children may sense that they are more on their own.

An eldest-born gets close attention from his/her parents, and develops an intense orientation toward them. But then he or she is dethroned by a second-born. This dethroning, many psychiatrists say, can be severely threatening to a child if ineptly handled by the parents. At any rate, the eldest-born loses the status of being the "only," and tends gradually to have the responsibility of being Big Brother or Big Sister thrust upon him, especially in larger families.

Middle children lack the authority of the oldest and the freedom-from-pressure of the youngest. Dr. Louise Bates Ames, of the Gesell Institute of Child Development in New Haven, Conn., finds that many of these children feel "squished into the middle." On the other hand, they have less sense of being dethroned as later children come along. Also, more oriented to siblings, the tend to be less concerned about winning our approval. One authority on mental health contends that the in-between child actually has the "most comfortable" position of all in the birth order.

The youngest, being last, gets almost as much devoted attention from his/her mother as an only child. But usually they don't sense as much parental pressure to be achievement-oriented. Some youngest-borns feel "picked on" by older brothers and sisters, but in fact they are usually the most made-over, the most babied, in the family.

These different treatments commonly given youngsters have an impact upon what we think of as "personality." Dr. Frances Ilg of the Gesell Institute often astonishes parents who bring children into the clinic by guessing their birth order after a one-hour session. (She refers to third-born children as "those glorious thirds.")

Here are examples of the distinctive personality patterns. (Remember that there are many exceptions.)

Seriousness. The eldest-born in a family stands out in several investigations as being the most responsible and serious-minded. Contrasting the personal styles of individuals in the Harvard study, Margaret Lantis said, "The second-born may be accounted capable and quick-witted, yet not strive to be serious." Her colleague McArthur noted that seriousness and sensitivity to slights were among the best-documented traits of the first-born, who – as several other investigators have shown – are also more likely to be perfectionists.

Sociability. McArthur commented that another of the best-documented traits distinguishing first- and second-born siblings was "the easygoing friendliness" of the latter, compared to the "undemonstrative" and "shy" first-born. Professor Schachter, in a fascinating study of fraternity brothers at the University of Minnesota, found that first-borns were "considerably less popular" than later-borns in 13 of the 15 groups of students studied, At least five studies also point to the oldest born as more likely than average to be worrisome, touchy, up-tight emotionally. Another investigator found that our youngest-born children tend to have the highest sociability rating of all.

Conscientiousness. First-borns – whether "only" children or eldest – early in life become extremely sensitive to their parents' rules and expectations, and so tend to measure themselves by adult standards. About 1200 high-school and college students in the Chicago area were interviewed by the Institute for Juvenile Research. In response to questions, those who were first-born for their sex showed a clear pattern of advocating that young people take on responsibility for their behavior earlier than did the later-borns – while the latter, on average, advocated earlier opportunities for asserting independence.

The preponderance of evidence is that first-borns tend to be most likely to accept their parents' standards, to be traditionally oriented, to call themselves religious. If there are rebels in a family they are more likely to be later-born.

Leadership. A number of psychiatrically oriented observers have noted that the oldest child often tends to move into leadership roles in later life. He/she may do this, they suggest, either because of his/her practice in having family responsibility, or because of a need to be at the top of the heap – a yearning developed early in life while seeking to regain pre-eminence after his/her dethronement as the "only" child. A psychiatrist who has investigated birth order contends that the youngest-born have little inclination for leadership. If they do come into it, their followers tend to "like" them rather than lean on them.

All of these observations are simply common tendencies – not inevitabilities. What happens in any individual case still depends to a great extent upon the skill of the parents. For example: Discerning parents are alert to the way each child perceives his/her own situation within the family. If an oldest child reels dethroned, or if the middle child feels neglected, then these feelings – even if unwarranted – must be taken into account. Skillful parents guard against such other common pitfalls as showing favoritism to the first-born, forgetting to praise middle children for meritorious efforts or being overly protective with a youngest child. They develop a philosophy about punishment, and apply it with reasonable consistency for all children.

Further, perceptive parents work to encourage flexibility and playfulness in the oldest-born. They are more careful to talk a great deal with middle children. And more than with other children, they are careful to expect a last-born to show self-reliance at an early age.

Most important, they give each child sound reason to know that – whatever their birth order – they are significant and cherished, and accepted warmly, for what they are.

"Every difficulty of development is caused by rivalry and lack of cooperation in the

family. If we look around at our social life and ask why rivalry and competition is its most obvious aspect – indeed, not only at our social life by at our whole world – then we must recognize that people everywhere are pursuing the goal of being conqueror, of overcoming and surpassing others. This goal is the result of training in early childhood, and the rivalries and competitive striving of children who have not felt themselves an equal part of their whole family."

From the moment of birth, the child acts, thinks, and feels in response to his/her world in accordance with how they experience or perceive it; and the way in which they experience or perceive their world is to him/her – reality. What actually happens to the individual is not as important as how he/she interprets the situation. With this in mind, we must remember that it is not the position in the family sequence that is the decisive factor, but rather the situation as the child interprets it.

The child's position in the family sequence shows how a child uses its situation and the resulting impressions to create his/her style of life, his/her pattern of movement and his/her characteristic traits.

APPENDIX E

WHY NO TWO CHILDREN IN A FAMILY ARE EVER ALIKE

(Original Source Unknown)

At the normally exuberant age of twelve, Peter Franklin is a serious intellectual and a loner. Although his parents are extremely proud of his record in school, they worry because he has so few friends. On the other hand, they live in constant fear that his younger brother, Steve, who probably could do just a well in class if he wanted to, will be left back. As the undisputed leader of a gang of neighborhood kids, Steve not only manages to antagonize all his teachers, but also has no time for homework. The baby is a complete contradiction. She is much more sophisticated than either of her brothers were at her age, but much more helpless. How do three cubs in the same brood get to be so different? In asking themselves this question, the Franklins are beginning to wonder where they went wrong; are they somehow guilty of not treating all three children alike?

If you have ever had similar doubts on this score, take heart. Psychiatrists and psychologists who have been studying the effect of family relations on personality development have finally taken parents off the hook. Regardless of how consistent you may have tried to be, your children's personalities, scientists now find, are shaped to a great extent by their order in arrival in the family. Each child, depending on their particular position on the family totem pole, has a somewhat different emotional relationship with his/her parents and with his/her brothers and sisters. These variations, based on a birth rank, create clear-cut differences between children in the same family.

The family is a unit of interacting personalities. It is also a fluid, dynamic unit. At the birth of any given child, the parents' position in life, their attitudes and their goals are somewhat different from when the previous baby was born. As a result, each child makes his/her entrance and finds their identity in a slightly different psychological climate. In other words, if your first child happens to be more difficulty – or more productive, whichever the case may be – than the others, it's not merely because you made more mistakes with him/her or gave him/her more of your time. More complex interpersonal forces are at work making distinct patterns of behavior for first, middle and youngest children. There are exceptions to these patterns because other factors also shape a child's personality. Birth order is an extremely significant one, however, and is not generally recognized because it is so subtle. See for yourself to what extent these birth order profiles explain the differences between your youngsters or your own brothers and sisters.

The Franklin family is a case in point. When Peter was born his parents were both thrilled and terrified. They marveled every time he turned over in his crib and shuddered every time he crossed his eyes. Mr. Franklin bought mini-footballs for Peter and secretly dreamed of the time when he would punt for his old alma mater, while Mrs. Franklin was certain that he would become a physician like her father, whose name he bore. Because of their respective expectations, they set particularly high standards for their firstborn. They spent a great deal of time with Peter, and he could count to ten and recite the alphabet sooner

than any other toddler on the block. At the same time, because they were so green at the business of being parents, the Franklins were terribly inconsistent. In some instances, overwhelmed by their new responsibility, they would overprotect peter and run to his rescue every time he stumbled. At other times – when they had guests for example – they could demand that he act like a man. Although Peter was confused by the switch, on the whole he was thoroughly pleased with his setup. He was lord of all he surveyed – and he knew it.

When he was three years old, his mother went away for a few days to get him a very special present – one, he soon realized, he could have done without. Every time he tried to play with his brother they told him he was too rough. Once they even slapped him for wiggling the baby's toes. After Peter went to bed he could often hear his parents playing with little Steve while they gave him his bottle, and Peter would feel so lonely he'd start to howl. Before, if he cried, his mother sat with him until he fell asleep; now she scolded and told him to be a big boy. Peter had definitely lost his sovereignty and he didn't like it; nor, needless to say, did he think much of the invader.

Steve, on the other hand, adored his big brother and tried to keep up with him in every way he could. He noticed how much Peter's temper tantrums upset them however, and he intuitively made a special effort to be agreeable. The boys engaged in a moderate amount of battle, but as he grew older, Steve found many advantages in having an older brother. Peter not only was an ally against the establishment in time of conflict, he also paved the way to freedom; when Peter's curfew was relaxed, Steve's bedtime was pushed up accordingly.

Janey's arrival didn't bother Steve because he had never had his parents all to himself. In fact, both boys made as much of a fuss over the baby as their parents, who were delighted that their last child was a girl. In short order Jane became a toy for the entire family. Having two older brothers to copy, she was frighteningly precocious; at three she knew all the words to the boys' rock records and understood much of the action in the television shows they watched. Although she was more than capable, someone in the family was always ready to feed her or help her dress, and Jane encouraged the attention.

The Franklin family portrait is a perfectly normal one. The question is how each child reacted to the normal course of events. Why did Peter develop into a shy scholar; Steve into a rough-and tumble neighborhood hero; and Jane, age three, into a demanding woman of the world? Actually, according to what authorities have learned about first, middle and youngest children, all three youngsters developed in the manner consistent with their respective birth positions.

The position of the oldest child has been found to be full of pluses and minuses. Mothers and fathers tend to transfer their unfulfilled dreams and thwarted ambitions to their firstborns, who, under the pressure of parental expectations, develop a drive to achieve. Because school is their initial proving ground, first children usually acquire excellence in academic, scientific and literary fields. Although not necessarily more intelligent, they are so tuned in to adult values, they have been found to get better grades and be accepted into better college than later-borns. Columbia University psychologist Stanley Schacter, who first recognized the oldest child's need to achieve, pointed out the significant preponderance of first borns among American Men of Science, American Men of Letters and Rhodes Scholars.

The oldest child pays for his/her academic success in terms of personal security. In the beginning, with no other children in the family, this child has to measure abilities against an adult level of accomplishment, and this determines his/her self-confidence. Obviously, Johnny can't possibly rake as many leaves per hour as his father, and the comparison deflates his opinion of himself. In addition, parental caution, which subsides with later children, is at a peak the first time the oldest rides a bike or crosses a street, and it often instills him/her with fears. The excessive attention given to the first child is also likely to sap his/her independence. If mother picks up the spoon every time Billy misses, Billy doesn't develop much confidence in his/her ability to feed himself. Studies of first-borns as adults reveal that they carry the marks of these early experiences through life. Being short on confidence and emotional independence, first-born men and women are inclined to conform to the will of the majority, and to turn to them for support in times of emergency. Two recent studies of military men – one of pilots in the Korean War and one of aquanauts in the Navy's underwater project, Sea Lab II – revealed that when the action got rough, first-born men didn't hold up under stress as well as later-borns.

Actually, the oldest child operates under a double handicap. In addition to providing parents with a trial run, this child also has to absorb the shock of the second child's invasion of their territory. The discovery that they have to share their mother with the newcomer can either shatter the child's ego and engender permanent resentment or set off new feelings of responsibility. Alfred Adler, the prominent Viennese psychiatrist who first pointed out the relationship between birth position and personality, claimed that the manner in which a child behaved in the first competitive situation encountered in the family – whether the child had tantrums, withdrew into himself/herself or held the baby's bottle – determined his/her whole life-style.

Adler discovered that many of the characteristics of his first-born patients stemmed from their childhood reaction to "dethronement" as he called it. His observations have been confirmed in recent psychological experiments that reveal that oldest children tend to be conservative, fearful of change and authoritarian. Adler explained that the oldest child thinks in terms of the past because the child is nostalgic about his/her days of glory. The oldest child fears change because the first great change in his/her life was so painful. And having once had and lost absolute power, he/she is sympathetic toward the established authority.

Fortunately, those first children who have been sufficiently prepared for the baby's arrival and allowed to share in its care learn to enjoy the privileges of their position and develop a strong sense of responsibility. Occasionally, the parent-child relationship which is particularly intense with the first-born is such that the oldest never feels displaced. On his seventieth birthday, Sigmund Freud characterized himself as "the happy child of Freiburg, a youthful other's first son." It is not coincidental that the father of the Oedipus complex, which presupposes a son's desire for his mother, should have written: "A man who has been the undisputed favorite of his mother keeps for life the feeling of a conqueror."

The profile of the second child – and all the other children in the middle of the family hierarchy – has a completely different shape. To begin with, his/her relations with his/her parents are more relaxed. Mothers and fathers are not so apprehensive, attentive or

emotionally involved the second time around, and later children tend to develop more confidence and independence than first-borns.

The fact that there is already one child or more in the home strengthens his/her ego development. Since middle children never had the stage all to themselves, they're not likely to be shattered by the arrival of a younger child More important, with an older child to use as a model and measuring stick they are spared painful comparisons with their parents. Having grown up with other youngsters from the beginning, middle children usually develop more social know-how than adult-oriented first-borns. Schacter reports that one study of fraternity and sorority members revealed that later-born students were much more popular than those who were the oldest in their family.

In the effort to overtake the first child and keep ahead of the one behind, the typical middle child is apt to become aggressive, competitive and impatient with the establishment. The biblical tale of Jacob and Esau affords a classic example of the second child's determined struggle to overtake the first.

If the first child is protective and supportive, the younger one will hold them up as a model and develop very rapidly. (Ideally, authorities say, children should be three years apart so that the older one is sufficiently mature to understand and cooperate). If the first child refuses to move over and make room for the second child, however, the latter probably will either rebel or resign. The child's reaction depends, psychiatrist Kurt Adler points out, on his/her own inner strength and the amount of parental support received. In reverse situations, where the younger child surpasses the older one physically, academically, or socially, the first-born, Adler finds, can be crushed for life. The nature of their competition is revealed in the difference between the problems they develop. One study of a group of boys at a treatment center indicated that first-borns in therapy were timid, oversensitive, demanding of attention and sleepless; while later-borns tended to be overactive, negativistic, destructive and given to lying.

The case history of one firstborn girl, utterly defeated by the successes of an exceptionally bright younger sister, shows how she withdrew from all social contact and compensated for her loneliness with milk shakes and candy bars. She gorged herself into obesity and retired further. During treatment, her parents were shown how to restore her confidence by establishing seniority privileges for her, and by appreciating her for the stable, dependable girl she was.

The position of the youngest child is an iffy one, depending upon the number of years between him/her and the immediately preceding child. If there are fewer than five, he's in good shape. All youngest-borns start off with built-in birth privileges. Studies have shown that of all the children in the family, the youngest is the least likely to be spanked and the most likely to retain his/her baby pet name. It has been found that parents that admit to having a favorite most often mention either their youngest or their oldest child. In addition to the fact that they can never be upstaged by another child, youngest children reap the benefits of the accumulated experience of their parents and the stimulus of the older sisters and brothers. History is full of the achievements of the youngest-borns who managed to succeed in an easy, relaxed style because they were relatively free from emotional conflicts.

When there are more than five years between the youngest and the next oldest, however, the baby is likely to bear a strong emotional resemblance to the first-born. All the other children are already in school. Dr. Philip Zimbardo, professor of psychology at Stanford University, explains, "... and like the first child, he has his mother pretty much to himself. Although she's no longer apprehensive, she's probably just as attentive because it's her last shot at mothering." Like the firstborn, Zimbardo adds, the large-gap youngest also misses the interaction with an older child close in age. The other children relate to him/her more as parents and are equally indulgent. These "community babies" are in danger of becoming so spoiled and self-centered that they have difficulty making it on their own. Their dethronement occurs when they leave the haven of the family, and many of them go through life searching for substitute mothers and fathers.

The only child is in an even more vulnerable spot. As a permanent first-born, he/she has all the same problems in triplicate. Because they never have the interchange with another child, he/she is most comfortable with adults. As a result, only children are often not only precocious, but also unable to relate to their peers. In addition, being the sole target of their parents' ambitions, only's are burdened with an acute sense of responsibility and deep fears of inadequacy.

The only child's toughest problem, according to Dr. Aaron Esman, director of psychiatric training at the Madelaine Borg Child Guidance Institute for the Jewish Board of Guardians, lies in the nature of his/her parent's problem. The clue to determining the development of an only, Esman explains, lies in the reason for his/her onlyness. If it is because his/her parents were unable to have any more children, this child represents a precious gift to them, and they make an enormous emotional investment in it. The danger is that in their effort to safeguard this one child they create a too-close, constrictive relationship. If, however, the mother didn't really want even this child – at least not for the right reasons – she is likely to be either cold and unmaternal or exaggeratedly concerned, to hide her true feelings.

In addition to the differences in their early emotional environment, children in each birth position assume different roles that create further variations in personality. A child's role is the part they play in relation to the rest of the family and is based either on his/her image or himself or the picture others have of him. In one family there might be the little mother, the student and the comedian. No child wants to be the exact counterpart of another; once the role is taken (and they are taken by order of birth), it is permanently occupied. To gain recognition and avoid competition, subsequent children assume other roles. Thus, if Johnny is the helpless, absent-minded professor, his younger brother is likely to become an independent operator. In his comprehensive study of large families, the late James Brossard, prominent sociologist, found that first children assume the maternal or paternal role. Second children, finding the responsible role preempted, often try to make their mark as charmers. According to Brossard, middle children are an assortment of social butterflies, students and loners, while last children usually slip into the role of baby.

The cast changes when children leave home and assume different roles in other groups or when, within the family, one child drops his/her role and precipitates a switch right down the line. One psychiatrist recalls how the parents of a surly young patient reported in

amazement that as the youngster began to improve, his little brother, who had been their "golden child" reversed positions and suddenly became the unruly one. The doctor explained that when the older boy started to be more agreeable, the younger one lost his special claim to fame as a charmer and took the opposite track to gain attention.

Sometimes the child's role, according to Dr. Nathan Ackerman, the psychiatrist who founded New York's Family Institute, is assigned to him/her by the parents because of something he/she symbolizes to them. Occasionally the association is based on a superficial resemblance to a favorite relative. More often the symbolism hinges on a similarity that recalls a parent's own childhood. A mother or father is likely for example, to identify with the child who occupies the same birth position and to foster an image of herself or himself in that child. When parents have problems as a couple, Ackerman notes, they are apt to assign their first (or only) child the role of arbitrator and draw him/her into their conflict. Firsts and onlys, he adds, also get the lion's share of each parent's individual hang-ups, which frequently stem from their own birth positions. An immature, firstborn father may resent his first child because it deprives him of his wife's undivided attention and revives the childhood hurt of his dethronement. A young mother still dependent on her parents, on the other hand, is apt to hold her firstborn too closely, while a mother who was a lonely only is likely to relate to her first daughter as a long-wished-for-sister – thus, precipitating a dangerous rivalry when the girl reaches adolescence.

These, of course, are exaggerated situations. But even the more prosaic relationships must be regarded as probably rather than inevitable. There can be no fixed rules for human behavior, and, as Dr. John Clausen, director of the Institute of Human Development at the University of California at Berkeley, puts it, development is not completely determined by any one influence. If you happen to know a child who is a glaring exception to this pattern, remember that scientists recognize that they are subject to change under certain conditions. Half a dozen different variables can throw the picture out of focus.

One crucial factor is the spacing between children. A child in any position born after an interval of five or more years is, like the large-gasp youngest, apt to have the characteristics of a firstborn. The birth endowment of an individual child is another variable; a high-strung youngster in the middle slot will still be high-strung but probably less so than if he/she were the oldest. As in the relationship between the first and second child, the characteristics of other siblings can distort positional profiles. The socioeconomic position of the family also alters the patterns. Scientists suspect that disadvantaged children have so many overwhelming life problems that they don't adhere to typical birth patterns. The size of the family is another variant. In large families, Brossard found that the oldest child, particularly if it's a girl, is saddled with responsibility to the point of exploitation. The sex mix in a family can also reverse the pattern. A boy who arrives after two girls will attract more attention than the average third born and no longer resemble one. An only boy, in any position, growing up in the midst of sisters might be either very effeminate or very defiant about his masculinity. Similarly, a girl who is a minority of one could be either a tomboy, uncertain of her role as a woman, or exaggeratedly feminine. Some positional characteristics reverse themselves completely according to sex. Firstborn boys have been found to be less responsible, less manipulative and less certain of themselves than later-borns, while oldest girls score higher on these three traits than middle girls. A difference in sex can reduce the

areas of competition between children in consecutive birth positions, or it can intensify the conflict. For example, it is more devastating for a first-born boy to be surpassed by a younger sister than by a younger brother.

Despite these exceptions, experts have sufficient evidence to make a general prognosis of the emotional well-being of children in each birth position. First-born and only children, they all agree, have the most difficult adjustment. The large-gap youngest, who resembles the oldest, is next in line for trouble, while the small-gap youngest is in a relatively good position. The middle child, authorities have found, is as a rule not only the best adjusted but the most content with his/her spot in the lineup. It follows that middle children are also the most successful in their marriages. As husbands and wives, firstborns and large-gap youngest are often handicapped by immature dependency needs and uncertainties about their appropriate sexual roles. The dependence stems from excessive childhood attention; the uncertainty from the absence of another child close enough in age to serve as a model. In considering all the ways in which a child's birth position influences his/her development, these two factors – the amount of attention the position attracts and the amount of close child-level interaction it affords – seem to be the most critical.

To be forewarned is to be forearmed. If, as a parent, you realize how each of your children is affected by this birth rank, you'll know who needs a little more attention and who could benefit from less. You'll also appreciate the important of establishing a noncompetitive spirit in the family and will neither make comparisons nor impose one standard for all. In accepting your children for what they are, you will help each one to develop to his/her or her full potential, regardless of their numerical position in the family.

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PERSONALITY CHARACTERISTICS OF OLDEST, MIDDLE AND YOUNGEST CHILDREN

Oldest

Scholarly
Apprehensive
Conforming
Conservative
Conscientious
Sensitive
Serious
Achieving
Dependent

Middle

Optimistic
Rebellious
Sociable
Aggressive
Self-Confident
Manipulative
Competitive
Self-Reliant

Youngest

Uncomplicated
Narcissistic
Affectionate
Precocious
Forward-Thinking
Personable
Outgoing
Demanding

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APPENDIX F

CREATIVE SELF-DECISION MAKING MATRIX (DM^2)

By David Lemire, ED.S.

Personal Style-Temperament	Learning Style/ Processing Style	Birth Order	Compensation Factors (+ or -)
S	CS V ----------	F	Alcoholism Drug Addiction
E	AS-----A	M	Negative Religion Addiction
L----------	AR K	Y	Neglect Gender
F	CR T	O----------	Abuse

Choice Process:

S----------O----------R

These interaction relationships are Nonlinear.

Stimulus–Organism–Response

Internal Factors External Factors

DECISIONS always result form the interaction of the above-listed factors on the individuals's PERCEPTION of reality (called biased apperception or private logic by Adlerians).

The adult personality is the result of the interaction of these factors in haphazard or random order of influence. The direction of the adult personality is established by biology, shaped by learning, and determined by our choices - good or bad.

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	5:	**Student Learning and Interpreting Modality Instrument**
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	7:	**Judgmental Ability Narrative (JAN)**
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	11:	**Intuition Test (IT)**
	12:	**Iceberg Inventory (Freudian Constructs)**
	13:	**Lemire Androgyny Scale (LAS)**
	14:	**Flexibility and Persistence Scale (FAPS)**
	15:	**Reading and Imagining Self Concept Scale (RISCI)**
	16:	**Dave's Internal/External Scale (DIES)**
	17:	**Lemire Learning Style Instrument (S4)**
	18:	**Developmental Test of Operations Exam (DTOX)**
	19:	**Parenting Style Inventory (Constructed and Original Family)**
	20:	**Family Constellation Scale (FC Scale)**

Professionals and educators are presented with instruments that may be photocopied and reproduced. These instruments have acceptable reliability and validity (as good as any others available at this time). Some normative data are also presented.

David Lemire Software Enterprises

A comprehensive list of David Lemire Software Enterprises for counselors and educators.

CSCI: The Client's Self-Concept Inventory

FATE2: Formulating Alternatives to Enhance Experience

FATE2MS: For Middle School

F.C. Scale: Computerized Assessment of Family Constellation or Birth Order

GAS5P: Group Assessment of Student Smoking, Snorting, Slurping and Shooting Potential

JAN: The Judgmental Ability Narrative

LYLA: A Computerized Assessment of Hemisphericity

MISSLE: Middle and Intermediate School Sentence Learning Exam

MMTI: The Minnesota Macho Testing Instruments

SCI FI: Computer Assisted Problem Solving for Discipline in Schools

SIS*: Stress Inoculation Software

SLIMI: The Student Learning and Interpreting Modality Instrument

STUDY: Students and Teachers Understanding Direct Services to Youths

TINA: Teaching and Instructional Analysis

TSI: The Test for Social Interest

WTI: The Wyoming Test of Intelligence

The COUPLING Program: An Interactive Relationship Computer Simulation

The Superiority Scale: A Checklist of Characteristics

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The COUNSELOR Program

The EGO Inventory

The Study Skills Self Evaluation

TSAT The Tet of Self-Actualizing Tendencies

IT: The Intuition Test

LSI: The Life Script Inventory

TIE: The Test on Individual Education

TRADE: Talent Report and Developmental Evaluation – A Checklist

TARK: The Test of Artistic Knowledge

MOD: Moral Orientation Device

E-Manual: The Encouragement Manual

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CASE: The Creative Adaptation Scale

HILI: How I Learn Inventory

LAS: The Lemire Androgyny Scale

BQ*: The Burn Out Quiz

The Iceberg Inventory: An Assessment of Freudian Constructs

TMUST1: The Test of Musical Talent 1

TMT: The Test for Mechanical Talent

LST*: Lemire Stress Test **Stress triad*

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